

An analysis of John Dewey's theory of inquiry and related thoughts on teaching

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That inquiry-based teaching has recently been valued, research works on the subject of inquiry are increasing, and studies that offer a comprehensive introduction of John Dewey's theory of inquiry have been rare motivated the researcher to write up this paper. This author employs Dewey's works and relevant literature to sort out his theory of inquiry and related thoughts on teaching. Dewey's theory of inquiry can be summarized as follows: Taking active problem solving as its essence, carrying the wisdom of implementation, not adopting a fixed step but a regulating process to acquire meaning and, therefore, meaning acquisition is the goal of inquiry teaching. Dewey's thoughts on inquiry teaching can be epitomized as below: The relevant resources should be used, the items of the inquiry model mastered, the careful and prudent teaching conditions properly planned, arranged, and given to instructors as early as possible to teach students indirectly and to unlock learners' natural talents.

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